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This survey of 413 students in the seven county high schools provided Yavapai College with data to help it plan student personnel services. It collected data on (1) how many seniors planned to enroll in fall 1969; (2) the course they planned to take; (3) whether it was transfer or occupational; (4) whether they would attend full- or part-time, (5) what degree, if any, they aspired to; (6) what specific occupational courses they wanted; (7) where they planned to live and eat; (8) how many would have cars; (9) preferences in extracurricular activities; (10) financial aid needed, if any; (11) other student characteristics. The students received a manual explaining the programs and answered a 15-item questionnaire. Among the findings: (1) 50% did not plan to attend college, 20% planned to do so, 30% were uncertain; (2) first choice of program was liberal arts (9%), second was secretary (8.5%), third were data processing and nursing (5.3% each); (3) 53% wanted a transfer course, 47% an occupational; (4) nearly 80% planned to enroll full-time; (5) 66% aimed for an Associate Arts degree, 34% for the 1-year certificate, none for the 2-year certificate; (6) about 15% would live on campus; (7) 87% expected to have a car; (8) 33 would need a scholarship, 25 a loan, 11 a grant, and 24 a work-study program; (9) 82% expected to work part-time; (10) of 40 suggested extracurricular activities, sports were most popular--swimming, football, and basketball receiving together nearly 33% of the votes. [Not available in hard copy due to marginal legibility of original document]. (HH)

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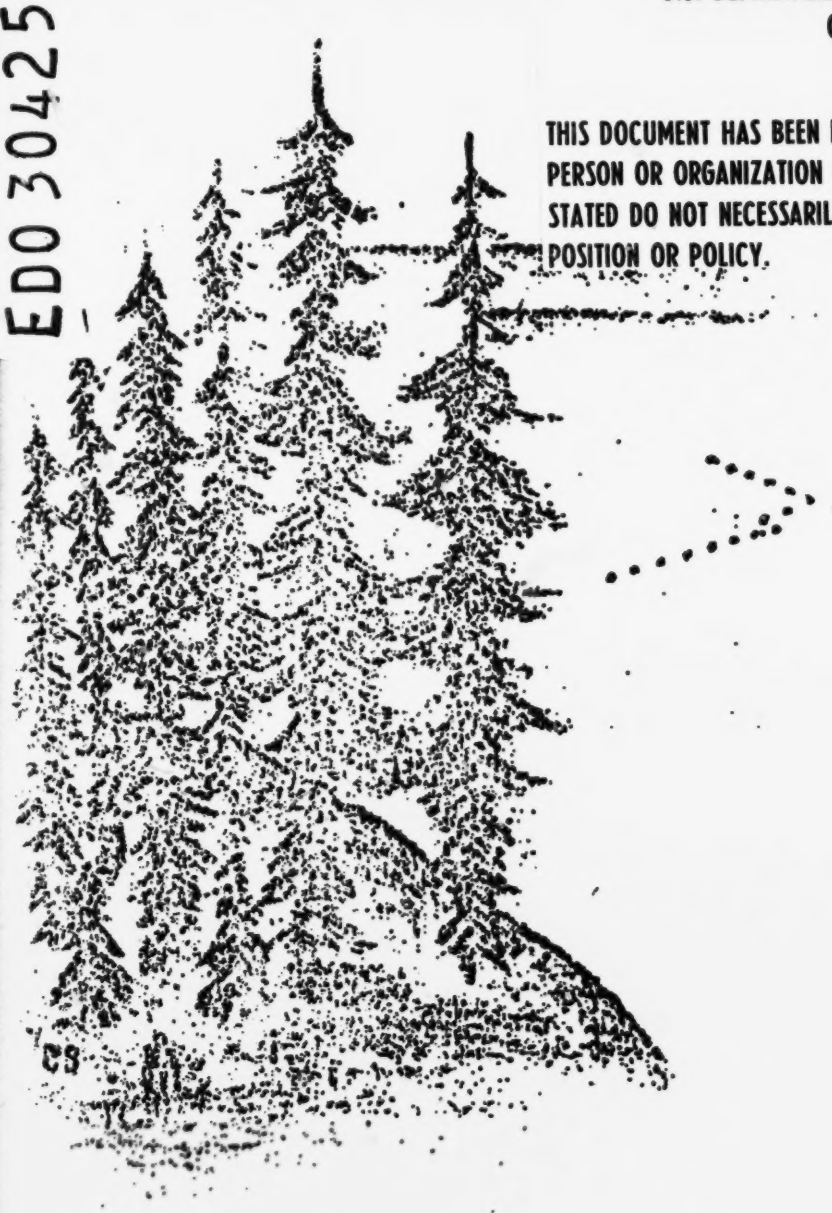

A STUDY OF INTENT OF YAVAPAI COUNTY HIGH SCHOOL SENIORS CONCERNING YAVAPAI COLLEGE

FOR

YAVAPAI COLLEGE

PRESCOTT, ARIZONA

A CREATIVE MARKETING PROJECT OF THE

PRESCOTT HIGH SCHOOL DECA CHAPTER

MARCH 1969

JC 690 198

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
Background and Purpose	1
Scope and Limitations	4
Procedure	6
SUMMARY AND CONCLUSIONS	10
The number of potential students	10
The curricula choice	11
Full-time or part-time students	12
Degree or certificate study programs	12
Student personnel services	12
Financial aid	13
Extra-curricula activities	13
Conclusions	13
FINDINGS	15
Question Number 1	15
2, 3, 4, and 5	16
6	17
6-A	18
7	19
8	24
9	25
10	26
11	27
12	28
13	29
14	30
15	32
APPENDIX	35
1. Research Proposal	35
2. Letter of Approval	39
3. Questionnaire	41
4. Instructions for interviewers of questionnaire	45
5. Yavapai College Curricula	48
6. Letter of Introduction	57
7. Explanation of Data Processing	59
8. Copy of Print-out	62
9. Map of Yavapai County	69
10. Letters: Sales & Marketing Executives of Phoenix, Inc. (SME- Advisor Mr. Paul Bennewitz	71
11. Letter: Dr. Loyd R. Hughes, Yavapai College	74
12. Print-out of Respondents	76

LIST OF FIGURES

FIGURE		PAGE
1.	Percentage of Sample Who Plan to Enroll	17
2.	Degrees of Certainty of Students Giving "Uncertain" in Question Six	18
3.	Distribution of Students Between Transfer and Cccupational Curriculums	24
4.	A Comparison Between Full-time and Part-time Students	25
5.	Comparison of Respondents Planning to be Full-time Students and Part-time Students	27
6.	Proportions of Students Who Will Have A Private Motor Vehicle on Campus	28
7.	Proportions of Studetns Who Will Enroll Full-time and Part-time	30

LIST OF TABLES

TABLE		PAGE
1.	Summary of Yavapai County Seniors Who Have Interest in Yavapai College	10
2.	Summary of the Most Popular Curriculum for First Choice Preference	11
3.	Population Distribution of Respondents Among Yavapai County High Schools	15
4.	Answers of Respondents by Individual High Schools for County	17
5.	First Choice Curricular Selections	20
6.	Second Choice Curricular Selections	21
7.	Third Choice Curricular Selections	22
8.	Distribution of Total Sample Among the Degree Program Selection	26
9.	Types of Financial Aid to be Requested by Respondents	29
10.	Extra-Curricular Activities Students Expect to Find at Yavapai College	33

INTRODUCTION

Background and Purpose--The Prescott High School DECA Chapter, Prescott High School, Prescott, Arizona, is undertaking this study as a part of their DECA program to introduce the student to an understanding of Market Research. The survey of Yavapai County seniors was undertaken as a public service for Yavapai College, Prescott, Arizona.

This project is sponsored by the Sales and Marketing Executives Club of Phoenix, Inc. Mr. Paul Bennewitz is the advisor from the club.

On December 16, 1968, Yavapai College authorized a survey of Yavapai County students planning to enroll in Yavapai College in the fall of 1969, having the general aim of providing current information for assistance in planning student personnel services.

Specific objectives of the survey were:

A) To determine the gross number of seniors from Yavapai County public high schools who plan to enroll in Yavapai College in the Fall of 1969.

B) To determine the following curricular intentions of the students:

1) The field of specialty in which they intend to enroll.

2) Whether their curriculums will be occupational or transfer.

3) Whether the students will enroll as full-time or part-time students.

4) What type of degree, if any, they plan to work toward.

5) If they plan to enroll in the Occupational Program: which division would they be interested in.

C) To obtain other information which would be useful in planning activities and facilities:

1) Where the students plan to reside - on or off campus.

2) Where the students plan to eat - on or off campus.

3) If they plan to have a private motor vehicle on campus.

4) What extra-curricular activities program they will expect.

D) To determine if they will be applying for financial aid from any of the following sources:

1) Scholarship.

2) Loans

3) Grants or

4) Work-study Programs.

E) To obtain general classification information about the individual student.

The Community Junior College may still be regarded among certain circles as the enfant terrible of American education, but there can be little question that as an institution, it has arrived.[1] In another decade we will see the number of Junior Colleges grow from 600 to 800.[2]

The Fall of 1969 will witness another Community Junior College come into existence - Yavapai College. Yavapai College will be the first Junior College in north-western Arizona, and will primarily serve the residents of Northern Arizona.

The Community Junior College has been defined as a "free-public two-year educational institution that attempts to meet the post high school educational needs of its local community."[3] In achieving this objective, the college has to study the community in order to determine these needs. Therefore, a study of the community of possible students is a basic factor for the success for an institution of this nature.

"Civic Consciousness" represents one of the points of the DECA emblem. We have recognized our obligation to our community by conducting this study.

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[1]Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Jr., The Two-year College: A Social Synthesis (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965) p. 1

[2]James W. Thornton, Jr., The Community Junior College. (New York: John Wiley & Sons, Inc., 1966) p. vii

[3]Ibid., p. 277

Scope and Limitations--The scope of this study is the seven public high schools in Yavapai County.

Yavapai County is located in northwestern Arizona and has an area of 8,091 square miles. The population as of 1960 was 28,912.[4]

In 1969 the county's first Junior College will be opening in Prescott. The College will be intended to serve students from throughout the county.

We therefore decided to contact the seniors in all seven public high schools in Yavapai County. The largest school is located in Prescott, the largest population center and site of Yavapai College. Prescott High School has 319 seniors. The fact that this is only 64 percent of the total high school senior enrollment in the county is another reason we chose to sample all of the high schools.

Mingus Union High School, located 40 miles north in Jerome, has 73 seniors. Bagdad High School is located in the city of the same name 60 miles west of Prescott and has 20 seniors. Camp Verde High School is in Camp Verde 50 miles southwest of Prescott and has 12 seniors. Ash Fork High School is in Ash Fork, 50 miles north of Prescott and has 10 seniors. Seligman High School is located in Seligman, 70 miles northwest of Prescott, and has 20 seniors.

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[4]Population and Its Distribution, The United States Markets, (New York: McGraw-Hill Book Company, 1961), p. 68

The survey was conducted from January 21 to February 4, 1969 with visits being made to all of the high schools in the county.

It is necessary to be aware of any intrinsic biases in this study if it is to be evaluated correctly.

The questionnaire was administered in a wide majority of cases by students who had no experience in this field. In order to minimize the chance of bias the students administering the questionnaire were each given the same introductory material to read to the classes.[5] A course description booklet was also distributed to the students filling in the questionnaire.[6] It was felt that this use of standardized material would greatly reduce any bias which might result from the inexperience of the interviewers.

As a significant indicator of the probable accuracy of this survey it may be noted that on the question relating to the gross number of students planning to attend Yavapai College (question six) our result was exactly the same as the result obtained in a survey published by the Phoenix Gazette[7] relating to Maricopa County. Our total number of seniors relatively certain of attending Yavapai College was 30 percent which corresponds exactly with the result obtained by the Phoenix Gazette relating the Phoenix Area high school students.

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[5] See Appendix four

[6] See Appendix five

[7] Tip-Off, Teens in Phoenix: Opinions Facts Fancies., Study by Phoenix Gazette, (Phoenix, Arizona: The Phoenix Gazette, 1969), p. 10.

Procedure--The first step we took in this project was have a preliminary meeting with our DECA advisor, Mr. Ronald T. Gould, to decide whether or not a Creative Marketing Project would be desirable. We had been studying market research in class and at this meeting we decided to conduct a class project.

Our first concern was the formulation of a problem. In our general area there are numerous things which could be studied to benefit the community, but we felt that the new Junior College was the obvious choice. Mr. Gould had a preliminary talk with Dr. Barnes and Dr. Loyd Hughes of Yavapai College to confirm the feasability of a study. On December 4, Mr. Gould, the Project Chairman, and the Chapter President met with Dr. Hughes to obtain a tentative list of objectives. This meeting was tape recorded and was presented to the Distributive Education Classes the next day for a general discussion. After a general concensus was reached as to desirable and feasable objectives for the study, a proposal was drafted. The proposal was submitted to Yavapai College and on December 16, 1968 was approved. A copy of the proposal is included in Appendix One.

After the proposal was accepted, our next step was to plan the execution of the actual survey. We decided that a group questionnaire to be filled out by the student respondents was the most desirable form of survey because this approach would minimize any bias which might result from personal interview conducted by inexperienced interviewers. The questionnaire would also be uniform for the entire sample and would be administered in a short period of time.

We felt that the short time requirement would expedite matters by causing a minimum of inconvenience to the individual student and the schools.

Our next step after informally agreeing on a written questionnaire was the formulation of the questionnaire. This was accomplished through general class discussion. A copy of the questionnaire is included in the appendix.[8] We also decided that the use of uniform introductory material would help to minimize bias. This material was to be a general description of the College; its location, the projected degree selections and the general educational areas offered in the curriculum.[9] We decided that in order to answer any question the students might have about the curricular choices we would give each student a general course description booklet at the same time the questionnaire was distributed. A copy of the introductory material read to all the students is in the appendix.[10]

It was decided that the survey would be administered between January 21, and February 4. Letters of introduction were sent to all of the outlying schools explaining the project and requesting a date for the questionnaire to be administered. Mr. Gould accompanied several students to each of these schools to give the questionnaire.

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[8]See Appendix three

[9]See Appendix four

[10]See Appendix five

All of the out-of-town schools were small enough to permit the administration of the questionnaire to all of the seniors at the same time. The only exception to this method of administering the questionnaire was Mingus Union High School, where the questionnaires were distributed and returned by mail because the school principal thought that it would be more convenient.

Prescott High School was surveyed in a different manner. Civics is a course required of all seniors and open only to seniors, so we decided to contact the Prescott High seniors through their civics classes. Two or three students would obtain an appointment for a particular class period from an instructor and would administer the questionnaire at that time. The only group to which the questionnaire was not administered was the Basic Education section. We felt that the students in this section would not be considered as valid respondents to the survey.

We decided that electronic tabulation of the questionnaires would both be more accurate than hand tabulation and also would provide a valuable learning experience for all of the Distributive Education students. On January 14, Mr. Dave Bowers from Automation Inc. visited our class and spoke on the process of designing our questionnaire to facilitate the coding of the responses on IBM punch-cards.

After all of the questionnaires had been completed, our class transcribed the responses on to a separate sheet to facilitate the key punch operation. A copy of this form is included in the appendix.[11] Both questionnaires and transcription sheets were numbered to prevent any duplication in transcription. All questionnaires were double checked with the corresponding numbered transcription sheets to insure accuracy of transcription.

Mr. Bowers then wrote the program for the tabulation of this material and the results were tabulated by a NCR 500 computer system. On February 11, the print-out data was given to Mr. Gould and we began writing this report.

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[11] See Appendix ten

SUMMARY AND CONCLUSIONS

The implications of this study are many and varied. We will present a detailed study from statistical information about the attitudes and future plans of students concerning the Junior College.

The Number of Potential Students--About 30 percent (140) of the total Yavapai County Seniors have indicated that they are at least "relatively certain" of attending Yavapai College in the Fall of 1969. Another additional 20 percent (92) stated that they are "relatively uncertain" about attending in the Fall of 1969. The survey indicates that about 50 percent (232) of Yavapai County senirs have some plans, ranging from a positive "yes" to a "very uncertain," for enrollment in Yavapai College. The survey also demonstrates that 50 percent of the seniors have indicated a positive "no," that they do not plan to enroll in Yavapai College in the Fall of 1969.

TABLE 1

Summary of Yavapai County Seniors Who Have Interest In Yavapai College

Types of Students Who Plan to Enroll	Percent of Total
Yes	20.33%
UNCERTAIN:	
Very Certain	1.69
Somewhat Certain	7.99
Total: Seniors with relative certain plans	30.01%
Very Uncertain	14.28
Somewhat Uncertain	5.08
Total: Seniors with Interest	49.39%

Curricular Choice--It is bovious from results of this survey the curricular choices of the seniors who have interest in the College are varied. The highest category was "Liberal Arts," with only 9 percent of the response.

The significant results of the question indicate that because the curricular choices were widely varied the respondents had either a definite choice in a field of specialized education, or a lack of understanding or personal guidance in occupational careers and the results to be gained from successful completion of a program of study.

TABLE 2

Summary of the Most Popular Curriculums for First Choice Preference

Study Program Title	Percent of Total
Liberal Arts (General)	9.0%
Business Secretary Option (1 yr.)	8.5
Business Data Processing	5.3
Nursing (RN)	5.3
Commercial Art	4.8
Drafting Technology	4.8
Electronics Technology	4.8
Automotive Option	4.8
Engineering	4.8
Pre-Law	4.8
Middle-Management	4.2
Physical Education (Men)	3.7
Secondary Education	3.7

The transfer curriculums attracted a greater number of students than the Occupational Curriculums. Yet, significantly the difference between the two was very low. Transfer had 53 percent and the occupational area had 47 percent.

Full-time or Part-time Student--Of the full-time graduating seniors who have an interest in Yavapai Collage about 80 percent plan to be full-time students.

Degree or Certificate Program--Approximately 65 percent of the students plan to follow an Associate of Arts Degree Program. The remainder 35 percent, indicate plans to enroll for the one-year Certificate Program. This survey shows no one was interested in a two-year certificate program. Those who plan to attend for two years had definite preference for the Associate of Arts Degree Program.

Student Personnel Services--Only 15 percent of the respondents of the survey indicated plans to live on campus. The low figure was probably due to the high percentage of those who planned to attend Yavapai College who were Prescott residents. We expect that the total number will increase as more of out-of-county students indicate interest.

Approximately 87 percent of students who gave interest in Yavapai College state that they will have a private motor vehicle on campus. The could cause the problem of insufficient parking spaces.

Financial Aid--About 20 percent of the incoming Freshmen stated that they will need financial aid and plan to make application for it. About 50 percent of those who need financial aid plan to make application for scholarships and grants. The remaining 50 percent were divided between loans and the work-study program.

A very high percent (80%) state that they will plan to work part-time while attending Yavapai College.

Extra Curricula Activities--The respondents to this open-ended request for extra-curricular activities suggestion indicate very strongly that the prospective students have a large interest in sports. Football, basketball, tennis, track and a general sports program were all strong favorites. Music activities and the fine arts received a large mention.

Conclusions--The sampled students recommendations revealed a deep appreciation for being permitted to express their views. The students seemed to like the idea of having the college facilities oriented to their desires.

It is the over-all judgment of the research committee that:

1) An intensified Public Relation/Goodwill Program be developed between the college and the youth of the county. This would appear to be justified by the apparent ignorance of many students in outlying areas concerning the college.

2) A pre-registration Guidance Program be developed with students that have shown interest in Yavapai College.

3) A newsletter be distributed amnng those students who have indicated an interest in the college to maintain their interest and keep them abreast of current developments at the college.

FINDINGS

QUESTION 1.

1. Check the name of your high school.

1-1_____Prescott
1-2_____Mingus Union
1-3_____Bagdad
1-4_____Camp Verde
1-5_____Ash Fork
1-6_____Seligman
1-7_____Mayer

Due to the population distribution in Yavapai County the wide majority (64%) of the respondents attend Prescott High School. The total number of respondents was 413. This was 90 percent of the total enrollment in Yavapai County. The exact break-down of the respondents by high schools is as follows:

TABLE 3

Population Distribution of
Respondents Among Yavapai
County High Schools

School	No. of Respondents
Prescott	265
Mingus Union	073
Bagdad	023
Camp Verde	026
Ash Fork	009
Seligman	009
Mayer	008

QUESTIONS 2, 3, 4, and 5.

2. In the following space PRINT your full name.

_____, _____, _____
(Last Name) (First Name) (Middle Name)

3. In the following spaces PRINT your mailing address.

_____
(Street or P. O. Box Number)

_____, ARIZONA
(City)

4. Your age: _____ Years

5. Your sex: 5-1. _____ Male
5-2. _____ Female

The information requested in questions 2, 3, 4 and 5 was required for two reasons. We felt that the information would facilitate the dissemination of promotional and informational materials by Yavapai College after the survey had been completed. It was an easy way to obtain a mailing list of interested students. The information would also serve as a partial check of the entire questionnaire's validity. If the name, address, and age were not obviously farcical we could be partially assured of the respondent's seriousness in answering the questionnaire. The number of males and females was also available from the high schools.

QUESTION 6.

6. Do you plan to enroll in Yavapai College in the fall of 1969.

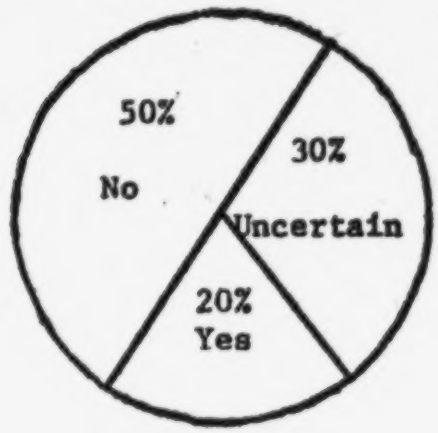

FIGURE 1

PERCENTAGE OF SAMPLE WHO PLAN TO ENROLL

One of the main objectives of this survey was to determine the composition of the group planning to attend Yavapai College in 1969. Figure one represents the responses of the entire sample.

The following table show the answers of the respondents broken down to individual high schools.

TABLE 4

ANSWERS OF RESPONDENTS BY INDIVIDUAL HIGH SCHOOLS FOR COUNTY

SCHOOL	YES	NO	UNCERTAIN	NO ANSWER	TOTAL
Prescott	67	106	89	3	265
Mingus Union	2	56	14	1	73
Bagdad	3	16	4	0	23
Camp Verde	4	14	8	0	26
Ash Fork	2	5	2	0	9
Seligman	3	5	1	0	9
Mayer	3	0	5	0	8
TOTAL	84	202	123	4	413

QUESTION 6-A.

6-A. (to be answered if "uncertain" was given in question #5)

How certain are you that you will attend Yavapai College in the fall:

_____Very Certain, ____Somewhat Certain, ____Somewhat Uncertain, or

____Very Uncertain?

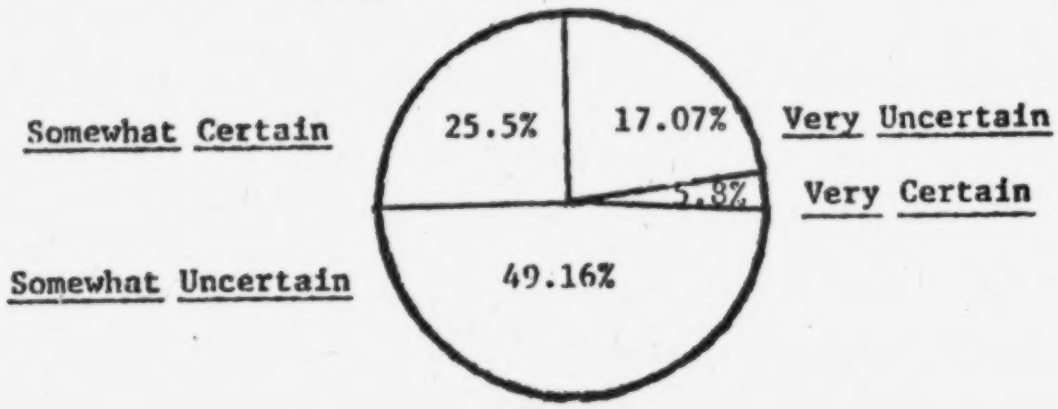

FIGURE 1-A

DEGREES OF CERTAINTY OF STUDENTS GIVING "UNCERTAIN" IN QUESTION SIX.

In our estimation the responses "Very certain" and "Somewhat certain" may be construed as being affirmative in nature. If the percentage giving these responses is summed with the percentage of "yes" responses the total is 30 percent. In a recent survey published by the Phoenix Gazette the number of Phoenix area students who planned to attend a junior college was given as 30 percent. This strong positive correlation between our study and the study of Phoenix leads us to believe that our results are substantially correct.

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3 Tip-Off, Teens in Phoenix: Opinions, Facts, Fancies. A study by the Phoenix Gazatte. (Phoenix, Arizona: The Phoenix Gazette, 1969), p. 10.

QUESTION 7.

7. From the following list, determine which curriculum you plan to pursue while attending Yavapai College. If you are undertain or have more than one choice; list by checking 1st, 2nd, or 3rd in order of preference.

CURRICULUMS

OCCUPATIONAL EDUCATION

Business Administration Division:

Business Data Processing.....__7-01
Commerceal Art.....__7-02
Middle-Management.....__7-03
Secretarial (One year program)
  Medical Secretary Option...__7-04
  Business Secretary Option..__7-05

Health Division:

Nursing (RN)..... __7-06

Technical Education Division:

Civil Technology.....__7-07
Drafting Technology.....__7-08
Electronics Technology.....__7-09
Mechanical-Industrial Technology:
  Welding Option.....__7-10
  Machine Shop Option.....__7-11
Propulsion Technology:
  Automotive Option.....__7-12
  Diesel Option.....__7-13
Tech-Intro Curriculum.....__7-14

TRANSFER CURRICULA

Business Administration Division:

Accounting.....__7-15
Data Processing (Transfer) __7-16
General Business.....__7-17
Secretareal Science (Trans)..__7-18
Business Administration.....__7-19

Engineering-Science Division:

Engineering.....__7-20
Medical Technology.....__7-21
Pre-Dental.....__7-22
Pre-Pharmacy.....__7-23
Pre-Medical.....__7-24
Agriculture.....__7-25
General Agriculture.....__7-26

Liberal Arts Division:

Liberal Arts..... __7-27
Physical Education (Men).....__7-28
Physical Education (Women)...__7-29
Elementary Education.....__7-30
Secondary Education.....__7-31
Journalism.....__7-32
Pre-Law.....__7-33

The above list gives all of the curriculums which are tentatively scheduled to be offered next fall. The numbers following the names of each curriculum are the code number. The 7 indicates the number of the question and the two digit numbers following it are the sequential designations of the 33 different curriculums. These 2 digit designations also serve as a key to tables on the following pages.

TABLE 5

FIRST CHOICE CURRICULAR SELECTIONS

Curriculum	Yes*	PCT	UNC**	PCT	TOT	PCT
001	005	064	005	045	010	053
002	002	025	007	064	009	048
003	002	025	006	055	008	042
004	002	025	009	127	005	026
005	002	025	014	128	016	085
006	002	025	008	073	010	053
007	001	012	002	018	003	016
008	003	038	006	055	009	048
009	003	038	006	055	009	048
010	001	012	003	027	004	021
011	002	025	002	018	004	021
012	004	051	005	045	009	048
013	000	000	000	000	000	000
014	001	012	000	000	001	005
015	002	025	001	009	003	016
016	003	038	001	009	004	021
017	001	012	000	000	001	005
018	000	000	002	018	002	010
019	002	025	000	000	002	010
020	003	038	006	055	009	048
021	000	000	001	009	001	005
022	001	012	002	018	003	016
023	000	000	003	027	003	016
024	000	000	002	018	002	010
025	004	051	001	009	005	026
026	005	064	000	000	005	026
027	009	115	008	073	017	090
028	001	012	006	055	007	037
029	001	012	000	000	001	005
030	005	064	001	009	006	032
031	005	064	002	018	007	037
032	002	025	001	009	003	016
033	004	051	005	045	009	048
TOT	078	1000%	109	1000%	187	1000%

* Responses given by respondents answering "yes" to question SIX

** Responses given by respondents answering "uncertain" to question SIX

TABLE 6

SECOND CHOICE CURRICULAR SELECTIONS

Curriculum	Yes*	PCT	UNC**	PCT	TOT	PCT
001	002	042	002	030	004	035
002	000	000	002	030	002	017
003	000	000	002	030	002	017
004	002	042	004	061	006	035
005	003	063	002	030	005	044
006	000	000	001	015	001	008
007	000	000	002	030	002	017
008	003	063	002	030	005	004
009	004	085	004	061	008	071
010	002	042	003	046	005	044
011	000	000	004	061	004	035
012	003	036	007	107	010	089
013	001	021	002	030	003	026
014	000	000	001	015	001	008
015	002	042	001	015	003	026
016	001	021	003	046	004	035
017	002	042	002	030	004	035
018	002	042	001	015	003	026
019	001	021	002	030	003	026
020	002	042	001	015	003	026
021	001	021	000	000	001	008
022	001	021	002	030	003	026
023	001	021	000	000	001	008
024	000	000	001	015	001	008
025	002	042	002	030	004	035
026	002	042	001	015	003	026
027	004	085	002	030	006	053
028	001	021	002	030	003	026
029	001	021	002	030	003	026
030	001	021	000	000	001	008
031	001	021	002	030	003	026
032	001	021	001	015	002	017
033	001	021	002	030	003	026
TOTAL	047	1000%	065	1000%	112	1000%

TABLE 7

THIRD CHOICE CURRICULAR SELECTIONS

Curriculum	Yes*	PCT	UNC**	PCT	TOT	PCT
001	000	000	002	062	002	032
002	002	068	001	031	003	049
003	000	000	001	031	001	016
004	000	000	000	000	000	000
005	002	068	001	031	003	049
006	001	034	001	031	002	032
007	000	000	000	000	000	000
008	003	103	000	000	003	049
009	001	034	000	000	001	016
010	001	034	001	031	002	032
011	000	000	001	031	001	016
012	001	034	002	062	003	049
013	000	000	003	093	003	049
014	000	000	001	031	001	016
015	001	034	000	000	001	016
016	003	103	003	093	006	098
017	000	000	001	031	001	016
018	000	000	000	000	000	000
019	001	034	002	062	003	049
020	001	034	003	093	004	065
021	000	000	000	000	000	000
022	000	000	001	031	001	016
023	000	000	000	000	000	000
024	002	068	000	000	002	032
025	001	034	000	000	001	016
026	000	000	001	031	001	016
027	002	068	001	031	003	049
028	004	137	002	062	006	094
029	002	034	011	031	002	032
030	000	000	000	000	000	000
031	000	000	000	000	000	000
032	000	000	001	031	001	016
033	002	068	002	062	004	065
TOTAL	028	1000%	032	1000%	061	1000%

The most significant thing indicated by these tables is that there was no clear cut choice among the respondents as to their intended fields of specialty. The liberal arts curriculum received the highest percentage of first choices, but this was only 9 percent. The business secretary option received 8.5 percent. Business data processing and nursing both received 5.3 percent. In fact the total percentage indicating the top five curriculum is only 36.7 percent, and the total for the top 13 curriculum is only 67.5 percent.

At the same time the questionnaire was distributed to the students a manual which explained the study programs and the occupational curriculums.[2] The transfer curriculum was assured to be sufficiently self explanatory to preserve the necessity of an explicit explanation. Nonetheless, it is possible that some students were unaware of the entailment of their curriculum choices. Although this would not have occurred in a large number of cases some sample error is possible.

---

[2]See appendix four.

QUESTION 8.

8. Will your curriculum be: ___Occupational

___Transfer

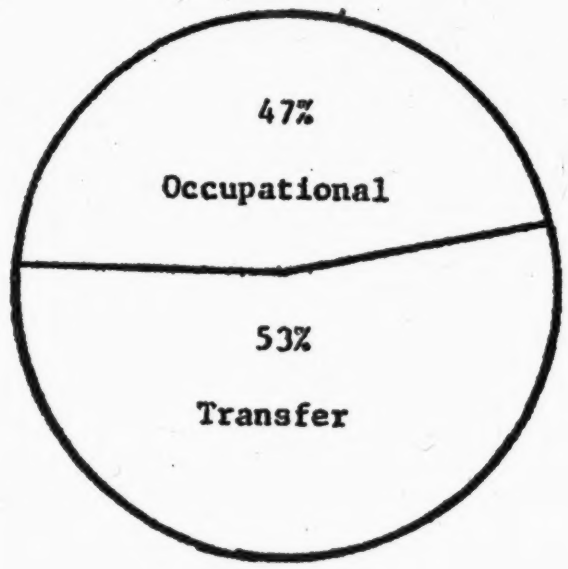


FIGURE 2

DISTRIBUTION OF STUDENTS BETWEEN TRANSFER AND OCCUPATIONAL CURRICULUMS

It is significant that the number of students enrolling in occupational areas is very close to the number of those entering transfer programs. This closeness is contrary to the normal trend for junior colleges. Transfer courses usually predominate. It must be noted that a description of only the occupational courses accompanied the questionnaire. This could have caused a preferential and biased selection. However, Liberal Arts, a non-occupational program, received the highest percentage of selection.

QUESTION 9.

9. Do you plan to be a: ____Full-time student

____Part-time student

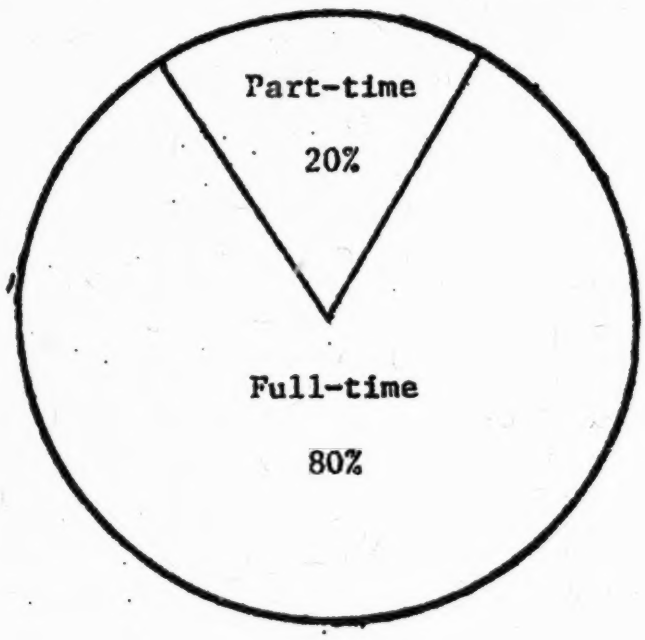


FIGURE 3

A COMPARISON BETWFEN FULL-TIME AND PART-TIME STUDENTS

Nearly four-fifths of the interested respondents intended to enroll as full time students. Slightly more than one-fifth expect to take less than 12 credit course hours. This would indicate that the majority of the students would probably be taking the general education courses along with specialized selections.

QUESTION 10.

10. Is your plan of study a: ___Associate of Arts Degree Program (2 yrs.)

___Certificate Program (2 yrs.)

___Certificate Program (1 yr.)

TABLE 14

DISTRIBUTION OF TOTAL SAMPLE
AMONG THE DEGREE PROGRAM SELECTION

Degree	Percentage of Respondents Selecting Degree
Associate of Arts	65.64
Certificate Program (1 yr.)	34.35
Certificate Program (2 yr.)	00.00
	99.99%

All the students were given a manual which described the degree programs at the same time they received the questionnaire.[4] The description was also read aloud to the students before they began the questionnaire. It can be assumed that an understanding of the fundamentals of the degree programs was possessed by nearly all of the respondents. We therefore feel that the zero response for the two-year certificate program indicates that this program will not suit the needs of a very significant segment of the college population.

[4]See appendix three.

QUESTION 11.

11. While attending Yavapai College, do you plan to reside:__On Campus

__Off Campus

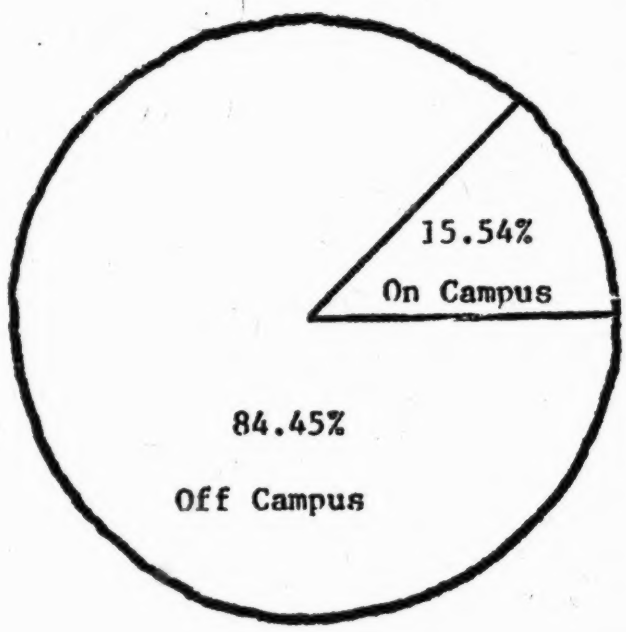


FIGURE 4.

CAMPARISON OF RESPONDENTS PLANNING TO BE FULL-TIME STUDENTS AND PART-TIME STUDENTS.

It is obvious from our survey that the vast majority of Yavapai County students who attend the college will be living off campus. This is probably due to the fact that most of the students are Prescott residents and will be living at home. The number of on campus students will increase greatly as out of county students indicate interest in the college

QUESTION 12.

Will you have you have private motor vehicle on campus: 12-1____YES

12-2____NO

FIGURE 5

PROPORTIONS OF STUDENTS WHO WILL HAVE A PRIVATE MOTOR VEHICLE ON CAMPUS.

Nearly nine-tenths of the prospective students indicated that they would operate a private motor vehicle on campus. This proportion of students having cars would probably hold for out of county students as well. Therefore it appears that it would be desirable if a large number of parking spacewere provided for student use.

QUESTION 13.

13. If you will be needing financial aid while attending Yavapai College, check the type for which you plan to make application.

Scholarship.....____
Loans:
  Private.....____
  Public.....____
  Guaranteed.....____
Grants.....____
Work-study Programs....____

TABLE 8

TYPES OF FINANCIAL AID TO BE REQUESTED BY RESPONDENTS

Type of Aid	Number of Respondents Requesting Each Type	Percentage of Respondents Requesting Each Type
Scholarship	33	35.48
Loans:	25	26.88
Private	9	09.67
Public	14	15.05
Guaranteed	2	02.15
Grants	11	11.82
Work-study Programs	24	25.80
TOTAL	93	100.00

QUESTION 14.

14. Do you plan to work part-time while attending Yavapai College. Yes__

No___

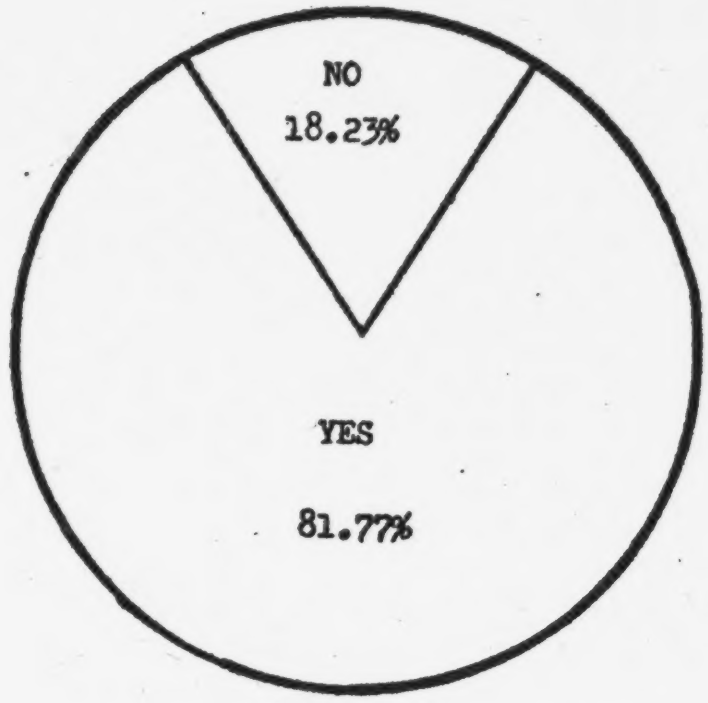


FIGURE 6

PROPORTIONS OF STUDENTS WHO WILL ENROLL
FULL-TIME AND PART-TIME

It is significant that nearly four out of five students plan to work part-time. This will impose a large burden of responsibility on the community because if jobs are not available, some students will undoubtedly not be able to attend the college. Another point is that many of the students will be graduating from high school with no vocational skill. They would have to be hired more or less on confidence until they can learn a skill at the college.

The students will be needing employment for the entire school year and this will pose an additional difficulty. Many employers in

the Prescott area lay their part-time help off during the slack part of the year, January through March. But this is a period which would fall in the middle of the school year. The student's expenses would be as great at this time as at any other and this puts an added burden of responsibility on the community.

It is reasonable to assume that this proportion of working students will also hold for the out of county students who attend the college. They will represent a substantial addition to the work force in the Prescott area. This should be of great economic importance to the area.

QUESTION 15.

15. In the space provided list the extra-curricular activities you will expect to find at Yavapai College.

The students responded well to this open ended request for suggestions. The responses were numerous and varied. The exact results are given in the table on the following page.

The respondents were obviously athletically oriented. Baseball, football, basketball, and swimming were all given large mention. An indoor swimming pool was a request of a large percentage of the respondents. A Student Union and Activity Center was also a largely requested item. Billiards and table tennis equipment was mentioned. In short, the extra-curricular interests of the respondents were widely varied. This could pose a large problem for the college officials. The students will apparently expect a rather large array of facilities to be available to them. And it is obvious that such an extensive set of facilities will not be available to them, at least in the first year of the school's operation. It should probably be made clear to the prospective students that they will have to wait for at least a part of the activities.

TABLE 9

EXTRA-CURRICULAR ACTIVITIES STUDENTS EXPECT TO FIND AT YAVAPAI COLLEGE

ACTIVITY	TOTAL NUMBER	% OF TOTAL
Swimming Pool	20	11.24
Football	20	11.24
Basketball	18	10.11
General Sports Program	16	8.99
Baseball	12	6.74
Student Union and Activity Center	10	5.62
Track	9	5.06
Fine Arts	9	5.06
Tennis	6	3.37
Baseball	5	2.80
Rodeo	4	2.24
Golf	4	2.24
Gymnastics	3	1.68
Billiars/Pool	3	1.68
Yearbook	3	1.68
Sorotities/Fraternities	3	1.68
Wrestling	3	1.68
Cheerleading and pom-pom	2	1.23
Model Rocketing	2	1.23
Intramural Sports Program	2	1.23
Horseback Riding	2	1.23
Dramatics Department	2	1.23
Assemblies	2	1.23
Band	2	1.23
Karate & Judo	2	1.23
Table Tennis	1	0.56
Exercise Equipment	1	0.56
Journalism	1	0.56
Newspaper	1	0.56
Skiing	1	0.56
Radio and TV Broadcasting	1	0.56
Ice Rink	1	0.56
Rifle Team	1	0.56
Flying	1	0.56
Camping	1	0.56
Studies of East Indian Culture	1	0.56
Anthropology	1	0.56
Future Teachers of America	1	0.56
General Music	1	0.56
Dances	5	2.80
TOTALS	178	100.00

APPENDIX I.

PRESCOTT HIGH SCHOOL
P. O. Box 1231
PRESCOTT, ARIZONA 86301

RESEARCH PROPOSAL

34/35

December 5, 1968

Dr. L. Hughes
Dean of Technology & Occupational Training
Yavapai College
P. O. Box 553
Pioneer Bank Bldg.
Prescott, Arizona 86301

Dear Dr. Hughes:

During our recent interview on November 18, we discussed the feasability of a Market Research Study of Yavapai County High School Seniors. The object of this study was to determine the number of Yavapai County students planning to enroll in Yavapai College in the fall of 1969, and their curricular preferences. We have made a background study of the subject and have discovered that such a research could serve as a supplement to the required survey in Article 15, Section 667, Paragraph B of Arizona State Statute, Title 15, Education. We have also concluded that while conducting this survey, we could obtain other information which would be helpful to you in the general planning of your facilities.

In order to secure this information, we are setting the following objectives:

A) To determine the gross number of seniors from Yavapai County Public High Schools who plan to enroll in Yavapai College in the Fall of 1969.

B) To determine the following curricular intentions of the students:

1) The field of specialty they desire to enroll in.

2) Whether their curriculums will be occupational or transfer.

3) Whether the students will enroll as full-time or part-time students.

4) What type of degree, if any, they plan to work towards.

5) If they plan to enroll in the Technical-Occupational Program; what division would they be interested.

C) To determine other information which would be useful in planning activities and facilities:

1) Where the students plan to reside -- on or off campus.

2) Where the students plan to eat -- on or off campus.

3) If they plan to have a private motor vehicle on campus.

4) What extra-curricular activities program they will expect.

D) To determine if they will be applying for financial aid

1) Scholarship

2) Loans -- private, public, or guaranteed loan

3) Grants or

4) Work-study Programs.

E) To obtain general classification information about the individual student.

The method we plan to use is to communicate directly to each of the high schools in Yavapai County and submit a questionnaire to the seniors

enrolled, to determine the objective information. We then plan to compile a statistical breakdown of the data for your evaluation and use.

We submit the following budget for your approval.

Travel Fxpenses	$55.00
Stenographic Expenses	25.00
Editing, Coding, and Tabulation:	
Contractual Expense	50.00
	130.00*

*The cost is expected not to exceed $500.00, including travel of the field research. However, an allowance of plus minus 20% is requested as a safety factor if costs exceed our estimation. Payment is requested, one half upon completion of the field work and the balance on submission of the final report. We estimate the time required for completing the field work to be eight weeks (end of January, 1969). We anticipate the final analysis to be ready for submission to you on or before March 1, 1969. We would sit down with you and work over objectives and details of the study. Our report will give a systematic presentation of our findings based on this factual information.

Your comments will be appreciated.

Sincerely yours,
/s/
/s/
/s/
John Osborn, Creative Market Research Chairman
Craig Stern, President
Ronald T. Gould, Faculty Advisor
Distributive Education Clubs of America
Prescott High School Chapter

APPENDIX 2. LETTER OF APPROVAL

YAVAPAI COLLEGE

38/39

SUITE 302, PIONEER BANK BUILDING
P. O. BOX 553, PRESCOTT, ARIZONA 86301

December 16, 1968

Mr. Ron Gould, Advisor
DECA, Prescott Chapter
Prescott High School
P. O. Box 1231
Prescott, Arizona 86301

Dear Mr. Gould:

I am happy to inform you and the DECA members that your research proposal has been approved. Please go "full steam" ahead with the project.

I am appreciative of your interest in Yavapai College, and I am watching your project with great interest.

Thank you. I remain,

Sincerely,

Loyd R. Hughes
Associate Dean
Occupational Education

LRH:njr

APPENDIX 3.

QUESTIONNAIRE

YAVAPAI COUNTY SCHOOL SENIOR SURVEY FOR

YAVAPAI COLLEGE

PRESCOTT, ARIZONA

1. Check the name of your High School.

1-1. ____ Prescott
1-2. ____ Mingus Union
1-3. ____ Bagdad
1-4. ____ Camp Verde
1-5. ____ Ash Fork
1-6. ____ Seligman

2. In the following space PRINT your full name.

_____, _____ _____ 2
(Last Name) (First Name) (Middle Name)

3. In the following spaces PRINT your mailing address.

_____ 3
(Street or P. O. Box Number)

_____, _____, ARIZONA 3 a.
(City)

4. Your age: ____ years

5. Your sex: 5-1. ____ Male
5-2. ____ Female

6. Do you plan to enroll in Yavapai College in the fall of 1969.

6-1. ____ YES
6-2. ____ NO
6-3. ____ UNCERTAIN

STOP, IF YOU HAVE ANSWERED UNCERTAIN FOR QUESTION # 6, ANSWER QUESTION #6 a.

6 a. How certain are you that you will attend Yavapai College this fall?

6a-1 ___Very certain, 6a-2 ___Somewhat certain, 6a-3 ___ Somewhat uncertain,

6a-4 ____ Very uncertain.

STOP, IF YOU HAVE ANSWERED YES OR UNCERTAIN FOR QUESTION # 6, ANSWER ALL THE FOLLOWING QUESTIONS ON PAGES 2 AND 3.

7. From the following list, determine which curriculm you plan to pursue while attending Yavapai College. If you are uncertain or have more than one choice; list by checking 1st, 2nd, or 3rd in order of preference.

CURRICULUMS

OCCUPATIONAL EDUCATION

Business Administration Division:

Business Data Processing..... ___7-01
Commerial Art..... ___7-02
Middle-Management..... ___7-03
Secretarial (One year program)
  Medical Secretary Option..... ___7-04
  Business Secretary Option.... ___7-05

Health Division:

Nursing (RN)..... ___7-06

Technical Education Division:

Civil Technology..... ___7-07
Drafting Technology..... ___7-08
Electronics Technology..... ___7-09
Mechanical-Industrial Technology:
  Welding Option..... ___7-10
  Machine Shop Option..... ___7-11
Propulsion Technology:
  Automotive Option..... ___7-12
  Diesel Option..... ___7-13
Tech-Intro Curriculum..... ___7-14

TRANSFER CURRICULA

Business Administration Division:

Accounting..... ___7-15
Data Processing (Transfer) ___7-16
General Business..... ___7-17
Secretarial Science (Trans) ___7-18
Business Administration.... ___7-19

Engineering-Science Division:

Engineering..... ___7-20
Medical Technology..... ___7-21
Pre-Dental..... ___7-22
Pre-Pharmacy..... ___7-23
Pre-Medical..... ___7-24
Agriculture..... ___7-25
General Agriculture..... .. ___7-26

Liberal Arts Division:

Liberal Arts..... ___7-27
Physical Education (Men)... ___7-28
Physical Education (Women). ___7-29
Elementary Education..... ___7-30
Secondary Education..... ___7-31
Journalism..... ___7-32
Pre-Law..... ___7-33

8. Will your curriculum be: 8-1 ____ Occupational
8-2 ____ Transfer

9. Do you plan to be a: 9-1 ____ Full-time student
9-2 ____ Part-time student

10. Is your plan of study a: 10-1 ____ Associate of Arts Degree Program (2yrs)
10-2 ____ Certificate Program (2yrs)
10-3 ____ Certificate Program (1yr)

11. While attending Yavapai College, do you plan to reside: 11-1 ___On Campus
11-2 ___Off Campus

12. Will you have a private motor vehicle on campus: 12-1 ____ YES
12-2 ____ NO

13. If you will need financial aid while attending Yavapai College, check the type you plan to make application.

Scholarship..... ___13-1
Loans:
  Private..... ___13-2
  Public..... ___13-3
  Guaranteed..... ___13-4
Grants..... ___13-5
Workstudy Programs.. ___13-6

14. Do you plan to work part-time while attending Yavapai College. Yes ___14-1
No ___14-2

15. In the space below list the extra-curricular activities you will expect to find at Yavapai College. (If more than one, list in order of preference)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ FOR OFFICE USE ONLY_____

APPENDIX 4.

INSTRUCTIONS FOR INTERVIEWERS OF THE

QUESTIONNAIRE

INSTRUCTIONS FOR INTERVIEWERS OF YAVAPAI COUNTY SCHOOL SENIOR SURVEY FOR YAVAPAI COLLEGE

Purpose of the survey. The survey is being conducted to help Yavapai College of Prescott, Arizona determine anticipated enrollment and to assist in planning student personnel services. The ultimate purpose is to provide the maximum service for the future students of Yavapai College. This is to the benefit of all students of Yavapai College. We shall ask them about their attitudes and future practices concerning education at Yavapai College, and this data will ultimately be incorporated into the planning of the educational facilities. Thus they (the students) are the final arbiter of these fundamental values.

Who sponsors the survey. Yavapai College is sponsoring this survey, and has employed the Prescott High School DECA Chapter Market Research Staff as a means of gathering completely objective information. The Prescott High School DECA Chapter Market Research Staff seeks only the interviewee's advice. We have nothing whatever to sell. If we were offered orders for products of any kind, we could do nothing. This is pure research, not selling!

How do we go about it. To obtain this information we must interview all the Seniors of the Public High Schools in Yavapai County.

The data received from each person are added to those received from all others so that we shall have information for the entire market. So although we have to ask for the individual opinion to get the total, we actually have no interest in individual attitudes. It is the collective attitude which makes for progress. All information must be understood as being held strictly confidential. No individual point of biew will, or for that matter, can be given for private expoitation in any way whatsoever.

Your job as an interviewer. As an interviewer, your job will be to obtain the desired information in the briefest time but most courteous and efficient manner. We want to get the facts and create goodwill for our sponsors and Prescott High School DECA. Don't give your opinions - don't knock anything or anybody!!! Just smile and ask questions. Keep your client on the subject - and get out as quickly as you can! KEEP THIS IN MIND.

The details of interviewing. Your approach must be objective, or else you will defeat the purpose of the study. Some of the facts you will collect concern attitudes of individuals toward educational facilities. You will find, as a matter of fact, that some of the attitudes of students will be unfavorable to certain educational practices and perhaps to some officials. It is your job to discover and fully report those facts, no matter how unfavorable they may be in any particular case. Under no circumstances will you try to in-ject your point of view. You will guard against injecting your view-point, realizing that being objective in this survey means recording the exact answers of people you interview.

Being objective, unbiased, is not always easy--especially if you think you are selling or promoting something. By the way you act, if not by what you say, it is possible to suggest to the person you are interviewing that you are more interested in one area of expenditures than another. Such a suggestion could introduce a bias, for many people don't care to express their opinions freely to some stranger they feel holds a contrary view. It should be your aim throughout the interview to show a friendly, sympathetic understanding attitude and to encourage the interviewee to express his own viewpoint freely, no matter what it might be.

Materials to be used. The materials you will use, in addition to this bulletin of instructions are as follows:

1. Yavapai College Curricula. This bulletin will be used as a pre-questionnaire information sheet for the students. We hope that this bulletin will answer most of the questions and information that the students will have before they start to answer the questionnaire.

2. Questionnaire. One set will be used for each interviewee.

Your approach. You are bound to do a good job as interviewer if you realize the importance of the work you are doing and approach your task with determination.

Remember you are using a Group Interview Approach. Therefore, you shall be working as a team. A team is only as good as its weakest member.

Suggested introduction. A brief introduction that moves immediately into the questions on the Questionnaire is the best. If you explain too much in the beginning you confuse people and arouse suspicions. The way to arouse the interest of most people is to start asking them the questions on the Questionnaire. Asking them the questions also explains what the survey is about, and you save time.

Therefore, we suggest you adopt this as general procedure:

I. Pre-interview Approach:

1. Contact the Administrator or Faculty Sponsor.
2. Greet him in a pleasent manner, thanking him for his special service and help.
3. A brief introduction about the survey can be made to him, if you believe it is necessary to engage his assistance.
4. Immediately attempt to approach the interviewee group.

II. Group Instruction and Interview:

5. Greet them in a pleasent manner.
6. Introduce yourself; and team members.
7. Briefly tell what you are doing .....(see purpose).....and helping to make a survey for Yavapai College.
8. Pass out Bulletin and Questionnaire, (while you are telling your purpose).
9. Ask group not to fill-in Questionnaire now! but please wait.
10. Ask group to give attention to the Bulletin.
    a. Explain the first two pages are the Curricula that will be offered this fall by the College.
    b. Explain by reading (page 1 and half of page 2) the occupational education programs.
    c. Explain the remainder of the Bulletin gives a brief explaination of the different programs in the Occupational Education Study Plans. (do not read)
11. If anyone asks why there isn't an explanation of the transfer curriculums, explain that these programs are self explanatory and are designed specifically for transfer to the University level. Tell them that the occupational programs are largely transferable.
12. Then direct the students to read the questionnaire carefully and to begin to fill it out. Tell them to raise their hands for any questions or when they are finished so that the questionnaires may be collected.

APPENDIX 5.

YAVAPAI COLLEGE CURRICULA

I. Occupational Education
   - A. Health Division
     1. Nursing (RN)
   - B. Business Administration Division
     1. Business Data Processing
     2. Commercial Art
     3. Middle-Management
     4. Secretarial (One year program)
        - a. Medical Secretary Option
        - b. Business Secretary Option
   - C. Technical Education Division
     1. Civil Technology
     2. Drafting Technology
     3. Electronics Technology
     4. Mechanical-Industrial Technology
        - a. Welding Option
        - b. Machine Shop Option
     5. Propulsion Technology
        - a. Automotive Option
        - b. Diesel Option
     6. Tech-Intro Curriculum

II. Transfer Curricula
   - A. Liberal Arts Division
     1. Liberal Arts
     2. Physical Education (Men)
     3. Physical Education (Women)
     4. Elementary Education
     5. Secondary Education
     6. Journalism
     7. Pre-Law
   - B. Engineering-Science Division
     1. Engineering
     2. Medical Technology
     3. Pre-Dental
     4. Pre-Pharmacy

YAVAPAI COLLEGE CURRICULA--continued

5. Pre-Medical
6. Agricultural Education
7. General Agriculture

C. Business Administration Division
1. Accounting
2. Data Processing (Transfer)
3. GeneralBusiness
4. Secretarial Science (Transfer)
5. Business Administration

OCCUPATIONAL EDUCATION

The Yavapai College staff has developed occupational programs in cooperation with agricultural business and industrial interests of Yavapai County and Northern Arizona and selected authorities in occupational education within the State of Arizona. This joint effort has resulted in credit and non-credit programs of study which are realistic and practical for students planning to seek employment within the agricultural business and industrial community of the area. The occupation programs of study are organized into short term certificate and two-year associate of arts degree programs.

Short-Term Programs

These studies are designed to provide the student with marketable occupational skills and knowledge in a relatively short time. This training is particularly suited for the young man or older adult who must gain almost immediate employment or to the person who wishes to upgrade themselves in his present position. Such short-term courses will be added to the occupational curriculum as they are needed.

Certificate Programs

These are programs of study designed to prepare students for employment in occupational fields which require attainment of a higher technical skill other than short-term programs. There are one to two years in length with a minimum

of 30 semester hours taken. The specific courses to be taken by the students are not prescribed. The students will design their own program of study with the only stipulation being that approximately one-third of the courses taken must be in the occupational area in which the students wish to specialize. (Note: The certificate program will not be offered in the Nursing program of studies) Upon satisfactory completion of the program a certificate is awarded to the student. In addition, a resume' of the courses taken and the students' performance in such courses will be provided to prospective employers so they may properly assess the students' occupational preparation.

Associate of Arts Degree Program

Students may elect to take the two-year associate of Arts Degree program in selected occupational areas. Essentially, the students would take a prescribed curriculum consisting of non-technical or general education courses, a couple of technical education courses and a number of courses in the area of technical specialization. This program of studies is intended to prepare students for job entry into a cluster of occupations at the paraprofessional or sub-professional level of competence. However, should a student decide to transfer to a four-year college or university, most of the courses taken will be transferable.

Nursing (RN)

The associate degree program in Nursing is a two-year program designed to prepare qualified students for beginning employment as staff nurses, giving direct care to patients. In the program students will gain practical, supervised

experience in hospitals and clinics. Students who successfully complete the program are qualified to take the State Board examination for registered nurses leading to licensure as a registered nurse.

Business Data Processing

The two-year associate degree program in Business Data Processing is designed to prepare technicians for business data processing installations. Graduates are prepared to find positions as punched-card equipment operators, computer console operators, computer programmers and ultimately system systems supervisors.

Commercial Art

The commercial art curriculum is intended to prepare persons for employment in such organizations as advertising agencies, commercial art studios, printing and publishing firms; television and motion picture studios and large sign shops. Graduates may find employment as illustrators, mechanical artists, designers or layout persons, However, graduates may find employment opportunities more prevalent in the larger metropolitan centers than in rural areas.

Middle-Management

The two-year associate degree program is designed to prepare students for careers in the middle levels of management in retail and wholesale sales

organizations, as well as a widening variety of other businesses and industries. The students will receive education and experience in selecting, financing and operating a business as well as in sales, advertising, legal aspects and accounting practices essential to business management or ownership.

Secretarial

The secretarial curriculum is a one-year certificate program with two options available. The options are Business Secretary Option and Medical Secretary Option. The Business Secretary curriculum leads to employment as a secretary, receptionist, typist, or office worker in business and industrial firms. The Medical Secretary Option leads to employment in similar positions in hospitals and medical firms. Employment opportunities are rapidly expanding for college educated secretaries.

Civil Technology

The two-year associate degree program in Civil Technology is intended to prepare persons who will be effective and in demand in civil engineering and building construction. The civil technicians produced by this program may assist civil engineers in planning, directing, inspecting, and supervising construction projects of various kinds. Graduates may be employed in such positions as surveyors, construction supervisors, estimators, engineering aides, or soil mechanics lab technicians.

Drafting Technology

The two-year program in Drafting Technology is formulated to produce a draftsman who has been exposed to a wide variety of drafting exercises. The curriculum embodies architectural drafting, mechanical drafting and electro-mechanical design. Graduates of the program may find employment as beginning draftsmen in various kinds of business and industrial firms.

Electronics Technology

This two-year curriculum prepares the students to become electronic technicians who will assist electronic engineers in the design, production, operation, and servicing of electrical and electronic systems and equipment. Another area includes work with communications equipment at many levels of proficiency. Electronics and electricity maintenance and repair, radio and television station operation and development of microwave equipment are among the prospects for employment.

Mechanical-Industrial Technology

This two-year associate degree program is designed to produce technicians who are competent in the areas of welding, sheet metal, and machine shop applications. There are two options available to students. These are the welding option, which allows students to specialize in welding and materials fabrication, and the Machine Shop Option in which students will develop further competence as machinists. Graduates of this program may find employment opportunities in many kinds of industrial installations including machine shops, metal fabricating plants, aerospace industries, heavy equipment

installations and mining companies.

Propulsion Technology

The two-year associate degree propulsion technology curriculum is designed to produce technicians competent in the field of automative and diesel power mechanics. Second year students may elect to take one of two options which are the Automotive Option and the Diesel Option. The Automotive Option allows students to specialize in maintenance, diagnosis, and repair of automobile and gasoline engines. The Diesel Option places emphasis upon diesel engine applications in heavy equipment and trucks including maintenance; diagnosis, and repair. Graduates of this program may find employment opportunities in automobile dealership, garages, private repair garages, agricultural tractor and machinery dealerships, highway departments, mining installations, trucking firms and construction industries.

Tech-Intro Curriculum

This is a one or two semester curriculum designed for students who wish to major in a technical field but are unsure of the particular curriculum in which they wish to specialize. St udents will select courses from the technical core curriculum until they decide upon an area of specialization. With proper planning, students can still graduate at the end of four semesters with an associate degree in the technical specialization of their choice.

APPENDIX 6. LETTER OF INTRODUCTION

YAVAPAI COLLEGE

SUITE 302, PIONEER BANK BUILDING
P. O. BOX 553, PRESCOTT, ARIZONA 86301

January 10, 1969

Mr. Earl Schlick, Principal
Mingus Union High School
P. O. Drawer G
Jerome, Arizona 86331

Dear Mr. Schlick:

You will be contacted within a few weeks by members of the Prescott Chapter of Distributive Education Clubs of America under the supervision of Mr. Ron Gould to request permission to visit your school. The purpose of the visit will be to administer a questionnaire to all high school seniors pertaining to their intent concerning Yavapai College.

The questionnaire will attempt to ascertain the following information: (1) Whether or not the students plan to attend Yavapai College, (2) their curricula choices, and (3) plans regarding housing, transportation, and extra-curricular activities.

The survey is being conducted to help us at Yavapai College determine anticipated enrollment and to assist in planning our student personnel services.

We would be most appreciative if you would cooperate with the DECA Club in this endeavor. Thank you for your cooperation; and if you have any question, please don't hesitate to call on me.

Sincerely,

Loyd R. Hughes
Associate Dean of
Occupational Education

LRH:njr

APPENDIX 7.

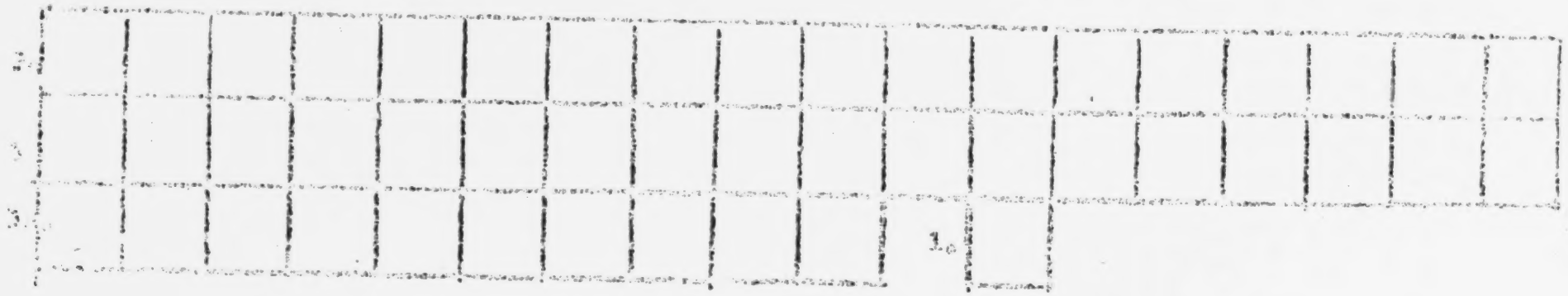
EXPLANATION OF DATA PROCESSING

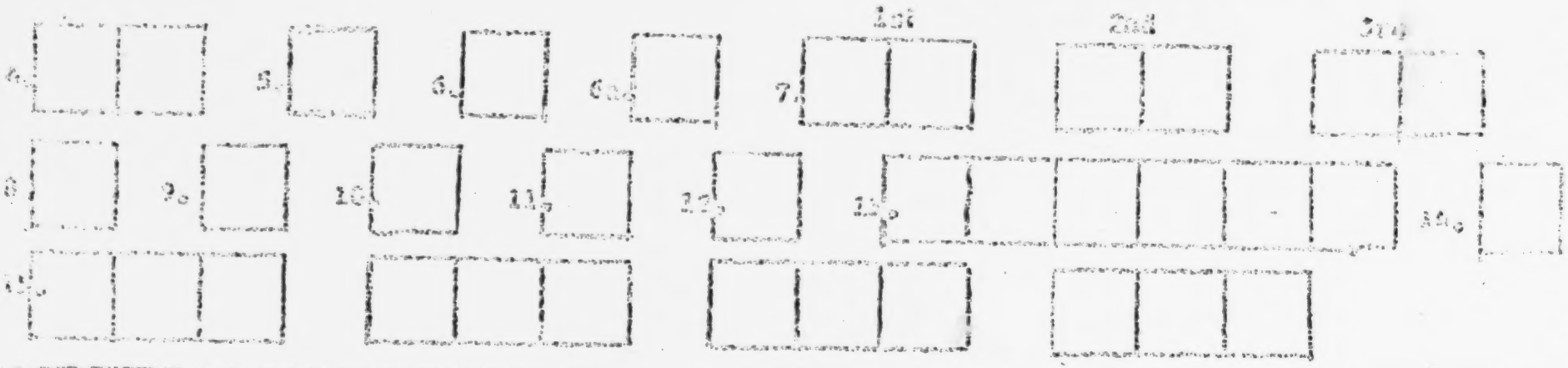
DATA PROCESSING PHASE

After all of the questionnaires had been completed our class transcribed the answers to the form on the next page. These transcription sheets were to facilitate the key-punch operation. The upper three lines of boxes were for the alphabetic field punching. The lower part of the sheet was reserved for numeric field punching. Questions six through fifteen had a definite number of responses, all of which were predicable. Therefore, each of the responses could be given a numerical code designation.

JAMES BOSWELL
KAVAPAI COLLEGE SCHOOL

Questionnaire No.





APPENDIX 8.

COPY OF PRINT-OUT

YAVAPAI COLLEGE SURVEY

QUESTION 5	SCH	MAL	FEM	NA	TOT
	001	159	105	001	265
	002	035	037	001	073
	003	012	011	000	023
	004	017	009	000	026
	005	007	002	000	009
	006	004	005	000	009
	007	007	001	000	008
	TOT	241	170	002	413

QUESTION 8	OCC	TRN	NA	TOT
	092	105	216	413

QUESTION 9	FT	PT	NA	TOT
	156	040	217	413

QUESTION 10	AAD	CP1	CP2	NA	TOT
	107	056	000	250	413

QUESTION 11	ON	OFF	NA	TOT
	030	163	220	413

QUESTION 12	YES	NO	NA	TOT
	167	025	221	413

QUESTION 13 SCH	PRL	PUL	GL	GR	WP	NA	TOT
033	009	014	002	011	024	337	430

QUESTION 14	YES	NO	NA	TOT
	157	035	231	423

QUESTION 6	SCH	YES	NO	UNC	NA	TOT
	001	067	106	089	003	265
	002	002	056	014	001	073
	003	003	016	004	000	023
	004	004	014	008	000	026
	005	002	005	002	000	009
	006	003	005	001	000	009
	007	003	000	005	000	008
	TOT	084	202	123	004	413

QUESTION 6A

SCH	1	2	3	4	NA	TOT
001	006	026	039	015	003	089
002	000	002	010	002	000	014
003	000	000	002	002	000	004
004	000	002	005	001	000	008
005	000	001	000	001	000	002
006	000	000	001	000	000	001
007	001	002	002	000	000	005
TOT	007	033	059	021	003	123

QUESTION 7 FIRST CHOICE

CIRR	YES	PCT	UNC	PCT	TOT	PCT
001	005	064	005	045	010	053
002	002	025	007	064	009	048
003	002	025	006	055	008	042
004	002	025	003	027	005	026
005	002	025	014	128	016	085
006	002	025	008	073	010	053
007	001	012	002	018	003	016
008	003	038	006	055	009	048
009	003	038	006	055	009	048
010	001	012	003	027	004	021
011	002	025	002	018	004	021
012	004	051	005	045	009	048
013	000		000		000	
014	001	012	000		001	005
015	002	025	001	009	003	016
016	003	038	001	009	004	021
017	001	012	000		001	005
018	000		002	018	002	010
019	002	025	000		002	010
020	003	038	006	055	009	048
021	000		001	009	001	005
022	001	012	002	018	003	016
023	000		003	027	003	016
024	000		002	018	002	010
025	004	051	001	009	005	026
026	005	064	000		005	026
027	009	115	008	073	017	090
028	001	012	006	055	007	037
029	001	012	000		001	005
030	005	064	001	009	006	032
031	005	064	002	018	007	037
032	002	025	001	009	003	016
033	004	051	005	045	009	048
TOT	078	1000	109	1000	187	1000

QUESTION 7 SECOND CHOICE

	CIRR	YES	PCT	UNC	PCT	TOT	PCT
	001	002	042	002	030	004	035
	002	000		002	030	002	017
	003	000		002	030	002	017
	004	002	042	004	061	006	053
	005	003	063	002	030	005	044
	006	000		001	015	001	008
	007	000		002	030	002	017
	008	003	063	002	030	005	044
	009	004	085	004	061	008	071
	010	002	042	003	046	005	044
	011	000		004	061	004	035
	012	003	063	007	107	010	089
	013	001	021	002	030	003	026
	014	000		001	015	001	008
	015	002	042	001	015	003	026
	016	001	021	003	046	004	035
	017	002	042	002	030	004	035
	018	002	042	001	015	003	026
	019	001	021	002	030	003	026
	020	002	042	001	015	003	026
	021	001	021	000		001	008
	022	001	021	002	030	003	026
	023	001	021	000		001	008
	024	000		001	015	001	008
	025	002	042	002	030	004	035
	026	002	042	001	015	003	026
	027	004	085	002	030	006	053
	028	001	021	002	030	003	026
	029	001	021	002	030	003	026
	030	001	021	000		001	008
	031	001	021	002	030	003	026
	032	001	021	001	015	002	017
	033	001	021	002	030	003	026
	TOT	047	1000	065	1000	112	1000

QUESTION 7 THIRD CHOICE

	CIRR	YES	PCT	UNC	PCT	TOT	PCT
001		000		002	062	002	032
002		002	068	001	031	003	049
003		000		001	031	001	016
004		000		000		000	
005		002	068	001	031	003	049
006		001	034	001	031	002	032
007		000		000		000	
008		003	103	000		003	049
009		001	034	000		001	016
010		001	034	001	031	002	032
011		000		001	031	001	016
012		001	034	002	062	003	049
013		000		003	093	003	049
014		000		001	031	001	016
015		001	034	000		001	016
016		003	103	003	093	006	098
017		000		001	031	001	016
018		000		000		000	
019		001	034	002	062	003	049
020		001	034	003	093	004	065
021		000		000		000	
022		000		001	031	001	016
023		000		000		000	
024		002	068	000		002	032
025		001	034	000		001	016
026		000		001	031	001	016
027		002	068	001	031	003	049
028		004	137	002	062	006	098
029		001	034	001	031	002	032
030		000		000		000	
031		000		000		000	
032		000		001	031	001	016
033		002	068	002	062	004	065
TOT		029	1000	032	1000	061	1000

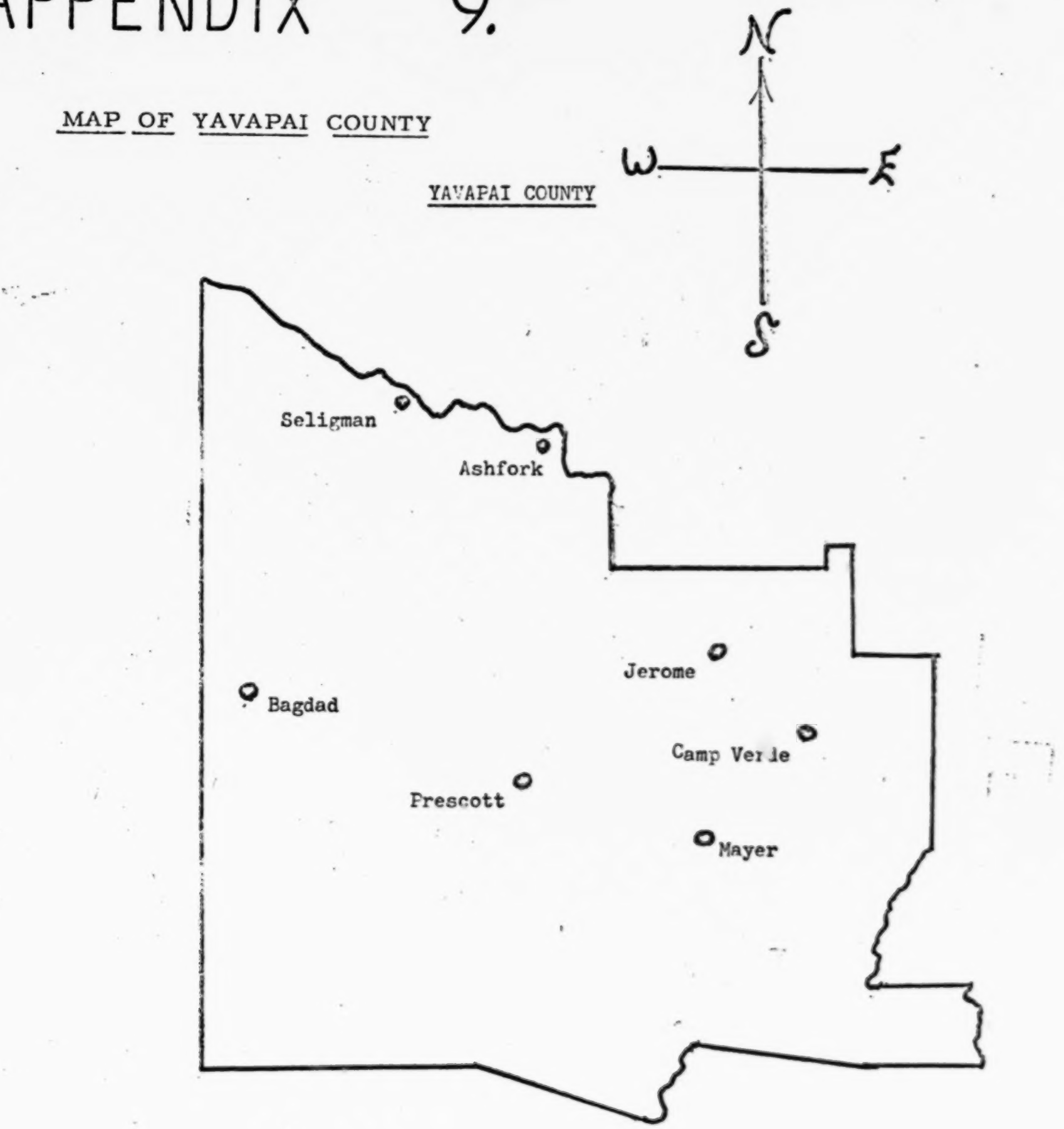
YAVAPAI COLLEGE SURVEY

QUESTION 15

ACTIV	NBR
001	010
002	020
003	018
004	003
005	012
006	020
007	003
008	001
009	004
010	009
011	005
012	002
013	002
014	002
015	016
016	001
017	001
018	003
019	001
020	003
021	001
022	002
023	006
024	000
025	003
026	002
027	001
028	001
029	001
030	009
031	002
032	002
033	001
034	004
035	001
036	001
037	002
038	001
039	001
040	001
041	000
042	000
043	000
044	000
045	000
046	000
047	000
048	000
049	000
TOT	178

APPENDIX 9.

MAP OF YAVAPAI COUNTY



APPENDIX IO.

LETTERS:

SALES AND MARKETING EXECUTIVES

OF PHOENIX

State of Arizona
Department of Vocational Education
412 Arizona State Building
Phoenix, Arizona 85007

February 10, 1969

Mr. Craig Stern
Prescott DECA Chapter
Prescott High School
P. O. Box 1231
Prescott, Arizona 86301

Dear Craig:

Mr. Dorr, the President of Sales & Marketing Executives of Phoenix, has asked me to serve as our club's consultant to your organization regarding the Creative Marketing Project your Chapter will conduct.

From a review of your research proposal, and the letter of acceptance by Yavapai Community College, it appears that you are in business!

Please inform me how I, as a member of the Sales & Marketing Executives, might be of assistance to your class in this market research survey.

Sincerely,

Paul Bennewitz

Paul Bennewitz
Supervisor
Office & Distributive Education

mah

cc: Mr. E. L. Dorr
Mr. Tom Kelly
Mr. Lou Haugh
Mr. Dick Mahrle

APPENDIX II.

LETTER: 74

DR. LLOYD R. HUGHES,
YAVAPAI COLLEGE

YAVAPAI COLLEGE

SUITE 302, PIONEER BANK BUILDING
P. O. BOX 553, PRESCOTT, ARIZONA 86301

February 25, 1969

Distributive Education Clubs of America
Prescott High School Chapter
Prescott High School
P. O. Box 1231
Prescott, Arizona 86301

Dear Club Members:

On behalf of the staff at Yavapai College, I wish to thank you for your excellent cooperation and the fine work you have done in conducting the Market Research Study of Yavapai County High School Seniors.

This study was conceived and executed in a manner in which you may be justly proud. It was a most timely study, which will be most valuable to the staff at Yavapai College in planning programs and facilities to meet the needs of our clientele. It also will benefit the community at large, since it will assist in making Yavapai College truly a comprehensive, community college.

Again, let me congratulate you on a difficult assignment well executed.

Sincerely,

Loyd R. Hughes

Loyd R. Hughes
Associate Dean of
Occupational Education

LRH:njr